

REVIEW TEAM REPORT

PROGRAM APPROVAL VISIT TO:

Colby College
Educator Preparation Programs
Waterville, Maine
September 28 – October 1, 2014

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I. Introduction

This report is based upon a review of the “Professional Certification Program Self-Study Report” submitted by the Education Program faculty from Colby College. The report was submitted to the Maine Department of Education (MDOE) on August 8, 2014, with the on-site visit occurring September 28 to October 1, 2014. The Program Review Team’s findings are based on the submitted report as well as interviews with students, alumni, faculty (both Education and Liberal Arts and Sciences Faculty), administrators, cooperating teachers, and school administrators. Furthermore, campus facilities were visited and print and electronic exhibits provided by the Education Program were examined.

Founded in 1813 as the Maine Literary and Theological Institution, the Self-Study Report indicates that most early graduates were trained as Baptist ministers but also many became teachers and principals. Hence, Colby College has an extensive history as a small, private, highly selective college who graduated educators and this statement is underscored by a recent survey of alumni that found 20% employed within a broad range of educational settings.

Colby College is committed to preparing educators who have a “strong background in the liberal arts, including intensive and concentrated study of the subject to be taught, and appropriate coursework and clinical experience in education.”

Until recently, Colby College did not have an Education major, but as of March 2014 the faculty voted in a “standing major” in Educational Studies. Additionally, the Education Program, which falls within the Interdisciplinary Division, offers two concentrations—one in Human Development and one in Schools, Society and Culture—and three minors—Human Development, Education, and Professional Certification.

The State Team’s visit focused on the Professional Certification Program, which enables students to earn secondary certification (grades 7-12) in English, social studies, life science, physical science, mathematics, and also, K-12 certification in foreign language (French, German, Spanish). Up until this year, prior to the Education Studies major going into effect, the Professional Certification Program was synonymous with the professional certification minor. Two students graduated with the minor in 2010, 3 students in 2011, 5 students in 2012, 6 students in 2013, 3 students in 2014, and 9 students are expected to graduate in 2015. Although the number of students completing the Professional Certification minor appears to be small, Education faculty advise around 120 students throughout all of their programs.

II. Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in PK-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

Level: Initial

Findings:

“Teaching for social justice” is the core of the Education Program’s conceptual framework. This precept mirrors and enhances Colby College’s overall mission and ten educational precepts that emphasize the importance of a liberal arts education while highlighting the significance of diversity.

This conceptual framework is well articulated and informed by current and past research. Based on this research and the work of Goodman (2013)¹, five critical indicators have been adopted to operationalize what is meant by “teaching for social justice”: (1) self-awareness, (2) understanding and valuing others, (3) knowledge of societal inequities, (4) skills to interact effectively with diverse people in different contexts, and (5) skills to foster equity and inclusion.

Students, faculty, and college administrators readily identify the Education Program’s conceptual framework. It is woven throughout the curriculum and all program materials. Candidates strive to actualize teaching for social justice in field experiences and must demonstrate their effort as part of the portfolio assessment. Alumni also indicated the conceptual framework was instrumental in their being able to approach problems and challenges with the right mindset or disposition to think critically and meet the needs of individual learners.

Cooperating teachers and principals were less apt to articulate clearly the conceptual framework, but with prompting the concept of equity was indicated as an important piece in the Colby College education. This finding was true particularly with new cooperating teachers.

In summary, the Colby College Education Program’s conceptual framework emphasizing “teaching for social justice” is clearly expressed and representative of what is taught and valued. Theorists and researchers within the area of social justice have been used to

¹ Goodman, D. (2013). *Cultural competency for social justice*. <http://acpacsje.wordpress.com/2013/02/05/cultural-competency-for-social-justice-by-diane-j-goodman-ed-d/>

inform the conceptual framework and to develop clear benchmarks on how candidates can be assessed against this framework.

Commendation:

- The Unit’s conceptual framework of “teaching for social justice” is well grounded in the literature, embedded deeply throughout the curriculum with distinct benchmarks that can be used to assess candidates. All students, faculty and college administrators can clearly articulate the conceptual framework.

Recommendation:

- The conceptual framework should be shared with all stakeholders and in that vein be made explicit with area schools in which candidates are placed.

III. Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Level: Initial

Findings:

The Unit offers teacher certification in secondary education (English, social studies, life science, physical science, mathematics) and K-12 foreign language. As of this Fall 2014 there are two pathways for candidates to seek certification. The first option is what has been in effect. Basically, a candidate would major in an approved content area, including: English, social studies, life science, physical science, or mathematics and then complete the professional certification minor. Additional licensure is available for grades K-12 in French, German, and Spanish if again the candidate adds on the professional certification minor. The second certification option now available is to dual major in an approved content area and the Educational Studies major plus adding on two certification courses related to student teaching. Candidates must maintain a 3.0 grade point average in both content area and education courses. Certification candidates also complete 460 hours of student teaching spread throughout their education coursework. By the conclusion of the certification program, candidates must pass all state required Praxis exams.

Content Knowledge

Evidence was found that Colby College's teacher certification candidates develop very strong and deep content area knowledge. Candidates even when selecting the Educational Studies major also must complete a content major of at least twelve courses in the area in which they are seeking certification, and must maintain a minimum 3.0 grade point average.

Interviews with Colby College faculty from the certification content areas agreed that it was a benefit to candidates to complete so many content area credits. Faculty believe that having more content area credits than is required for Maine certification provides candidates with more opportunities to apply critical thinking and analysis to the content area and the candidates will be better prepared to teach to varying ability levels. Content knowledge also is apparent through candidate portfolios and Praxis completion rates, as well as in conversations with cooperating teachers.

Professional and Pedagogical Knowledge

The Unit has provided numerous artifacts to support candidate's professional and pedagogical knowledge and development. First, the Unit's conceptual framework, which has a strong focus on social justice, is readily apparent across the Unit's curriculum and well known and embraced by candidates.

During interviews with alumni, the Unit's conceptual framework was identified numerous times as being a transformative perspective that prepared candidates for the challenges of teaching, helping to build dispositions or "the right mindset" for appreciating a variety of challenges and continually striving to effectively reach all students.

The Unit also has created a revised version of Maine's Common Core Teacher standards called the Colby Initial Teacher Certification Standards, which includes a twelfth standard that incorporates their conceptual framework. Candidates are evaluated on these standards primarily through student teaching placement. This is accomplished through evaluations completed by the cooperating teachers, Unit faculty, and the student teaching portfolio where each candidate must support his/her understanding and achievement of standards with evidence that is reviewed by at least two Unit faculty members.

Student Learning

Candidates have shown that they are reflective practitioners who regularly consider the needs of their students. Again, the conceptual framework emphasizes understanding the needs of all students. The team found evidence of this during interviews with both current candidates participating in student teaching and with alumni who are teaching in the area.

Student Teaching Portfolios show how candidates reflect on both their teaching and their students' learning and furthermore how to adapt to the needs of their students.

Cooperating teachers have echoed this sentiment, but interjected a recommendation that candidates could come to the student teaching experience with a better understanding of content area teaching methods. Moreover, the review team, even though believing candidates to be generally well prepared, had additional concern about ED374 (Teaching Students with Special Needs in Regular Classrooms) not being completed before the first student teaching experiences for at least several of this year's seniors.

Overall Assessment of Standard

Commendation:

- Candidates must complete more content area credits than is required by the state to become highly qualified teachers.

Recommendations:

- It is recommended that the Unit actively explore ways in which pedagogical strategies and standards can be introduced in a more explicit way and embedded earlier in the curriculum of the program.
- It is suggested to adapt the course sequence to require special education content before any major fieldwork activity such as student teaching.

Review Team Decision:

The Standard is Met.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Level: Initial

Findings:

The Self-Study report, supporting exhibits, and interviews with Unit personnel indicate that the Unit is committed to maintaining an assessment process that is “personalized and individualized” but also “systematic, comprehensive, and rigorous.” Certain processes and procedures are in place at the candidate, program, and institutional levels that help the Unit understand and assess the growth and effectiveness of programming as well as the performance of candidates. Within both categories, however, there are indications that some sources of assessment information, at times, may be underutilized.

Beginning with Colby College Admissions, applicants who will eventually become teaching candidates are evaluated for basic academic preparation. When seeking entrance into a professional certification program, typically in the spring of their junior year, candidates show proof of a 3.0 average and complete an entrance interview with a program faculty member. Upon admission to their certification program, candidates begin working toward various benchmarks required for teaching credentials. The Education Program's website details the requirements, in coursework and testing, for eventual certification. Nevertheless, it is unclear to some candidates, who monitors and the frequency of such to ensure the attainment of each certification requirement. However, as candidates complete the 460 required hours of field experiences and practica, culminating in the senior January term of student teaching, assessments are completed by education faculty and cooperating teachers as well as by the candidates themselves. Feedback is provided, both formally and informally, throughout these school-based experiences.

Candidates must show progress in the twelve teacher standards identified by the Unit, which incorporate Maine's teaching standards, as observed and noted by supervising faculty and the cooperating teachers. In addition, the candidates' high rate of success on the Praxis exams and the data gathered by each individual candidate on the twelve standards in a teaching portfolio, evaluated at the conclusion of the certification program by at least two Unit faculty members, serve as evidence. Finally, the candidate engages in a "professional conversation" with the two Unit faculty members before being recommended for certification.

The Unit's assessment of its programming is facilitated by institutional and Unit practices. Specifically, the College's Overseer Review Visit every eight years, the end of term program faculty retreat, and the institutional requirement of defining program and course goals contribute to a systematic evaluation of operations with the goal of improvement in those practices. Although course and program assessments are not yet intentionally linked to goals, efforts are being made to include program assessment during candidate evaluation practices, and alumni surveys were implemented since the last Maine Department of Education Review, despite several challenges to the comprehensive assessment building process. The Unit also benefits from a Director of Institutional Research and regular feedback from students via the Colby College course evaluation system. However, despite increasing availability of information, there is general acknowledgment of the need to determine how data can inform program improvement. That said, there also seem to be other sources of information not yet formally harnessed, such as cooperating teacher and administrator feedback for both field experiences and practica, although informal conversations appear regular and plentiful between Unit faculty and cooperating partners.

Finally, discussions of assessment, as reflected in the self-study, its supporting documents and conversations with Unit faculty, appear thoughtful, comprehensive, and deliberately focused on meeting expectations from reviewing parties while upholding the Unit's mission and conceptual framework that are designed to serve candidates, their students, and the larger society. A record of these conversations, while part of the self-study, the program response to the Overseer Review report, and minutes from the semi-annual program retreats is not captured from the monthly program meetings. Agendas may be

found in internal emails, but minutes exist only in individual participants' memories.

Overall Assessment of Standard

Commendation:

- Compliance with Title II requirements for Praxis reporting, despite the Unit's small number of candidates, is commendable.

Recommendation:

- Consider creating additional protocols for (1) tracking and benchmarking candidate progress through the certification program (2) ensuring that relevant feedback from cooperating teachers, administrators, and the candidates themselves is used in the process of program evaluation, and (3) recording ongoing program conversations and decisions.

Review Team Decision:

The Standard is Met.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.

Level: Initial

Findings

Evidence shows that the field experiences provided through the Unit's practicum and student teaching placements include a variety of diverse experiences directly tied to central courses in the Education Program curriculum. The number of hours of field experiences totals 460 and is achieved through the completion of field experiences in the following courses: ED 213 Society in Schools (10 hours), or ED 215 Children and Adolescents: Cases and Concepts (10 hours), ED 231 Teaching for Social Justice (60 hours), ED 351 Practicum in Education (120 hours), ED 374 Teaching Students with Special Needs (20 hours), ED 433 Senior Student Teaching Practicum (130 hours), ED 437 Senior Student Teaching Practicum (120 hours).

The field placement experiences are arranged and supervised by the individual instructors, thus aligning courses and creating connections between theoretical and instructional frameworks. The strong relationships formed between school partners and candidates through placements in the junior and senior years were substantiated through

interviews with cooperating teachers, administrators, candidates and unit faculty. Evidence was found that the Unit and school partners work jointly to determine appropriate placements for candidates.

The Student Teaching handbook articulates the expectations for the experience, although cooperating teachers expressed a desire to have candidate's teaching responsibilities more clearly defined.

The collected evidence revealed strong commitment to the principles of social justice that underpin the theoretical and practical aspects of candidates' field experiences. Administrators and cooperating teachers were very complimentary of Colby College candidates, their professional dispositions, knowledge base and initiative.

Conducted interviews did reveal concern that the four consecutive weeks during "Jan Plan" may not be sufficient to enable candidates the necessary time to demonstrate their proficiencies in the professional roles for which they are preparing.

An evaluation system for the field experiences is present and aligned with Colby College's Initial Teacher Certification Standards. Cooperating teachers complete evaluations throughout each field experience. A summative evaluation is completed at the conclusion of the senior student teaching experience and Education faculty routinely supervise student teachers in their placements. In interviews, several students shared that they had the opportunity to request a professor from their content major observe their student teaching experience. The Unit may want to consider formalizing this observation process to strengthen this important multidisciplinary collaboration across the Colby College campus.

Student portfolios revealed methodical collection of authentic artifacts that demonstrate student competency in each standard.

Overall, it was heard and repeated by candidates and cooperating teachers that while candidates are very knowledgeable and confident in the content in which they will be seeking certification, they may not demonstrate proficient knowledge, confidence and skill in instructional delivery methods. It is worth a more thoughtful assessment by the Unit to explore how pedagogical practice can be introduced in a more explicit way and embedded earlier in the program so that students are more able to identify methodology they observe in their placements.

Overall Assessment of Standard

Commendation:

- The Unit is commended for its deliberate effort and commitment to ensuring that candidates understand, internalize and promote the principles of social justice in ways that enrich the dynamic within the partnership schools.

Recommendation:

- The Unit should consider a more extended senior student teaching placement to ensure that candidates have time to acquire and demonstrate proficiencies in the professional roles for which they are preparing.

Review Team Decision:**The Standard is Met.****Standard Four: Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in PK-12 schools.

Level: Initial

Findings:

Historically, since its creation, Colby College's identity has been built on social justice and diversity. The Education Program exists in a broader institutional context that stresses those values. The collected evidence supports the mission of the Education Program and highlights Colby College's commitment to diversity defined as "respect for various lifestyles and beliefs and the protection of every individual against discrimination. In the classroom and outside, the freedom to study, to think, to speak, to work, to learn and to thrive in an environment that insists upon both civility and the free and open exchange of ideas and views." The ultimate goal is to create an environment where "teaching, learning and research flourish."

An examination of program syllabi and practices points to the significant role that the Education Program plays in helping student teachers understand and respect diversity in both teaching and learning. A broad array of topics and perspectives infused into the Education courses stimulate students to see and understand the interconnectedness of demographic, economic, cultural, and other factors. Close collaboration between the Education Program and on-and off- campus partners (e.g the Pugh Center and local school districts) serves as a positive example. Faculty in other departments on campus spoke to the active involvement of Education Program faculty and candidates in diversity related initiatives across the campus.

Overall, evidence demonstrates that the Education Program prepares candidates well to become dedicated and civically minded educators, who are agents of change "able to create and implement educational and institutional practices that promote greater social

justice and equity in schools and society.” Colby College alumni clearly expressed the long lasting, and very impressive impact of these intentional experiences on their human, intellectual and professional growth.

With respect to faculty diversity, the Team recognizes the Education Program’s attempts, supported by the upper administration, to hire persons of color or persons representing ethnic minorities. The Team encourages the Education Program to continue in these efforts whenever a search is undertaken.

Overall Assessment of Standard

Commendations:

- The Unit is commended for its efforts to actively promote diversity and social justice, and engaging these issues not only across campus, in coursework and scholarship, but also in the local school districts and the community.
- The Unit is commended for its efforts to provide more diversity in the program faculty, and recognizing the difficulties related with doing so. The Unit is encouraged to continue exploring ways to infuse more racial and ethnic diversity in order to enrich the program offerings, student experiences, and educational gain.

Review Team Decision:

The Standard is Met.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Level: Initial

Findings:

The Education Program has four faculty members that essentially fill three full-time positions. One tenured faculty member has a full-time appointment to the Education Program; two tenured faculty members each have a .6 appointment; and one faculty who is on a three-year, non-tenure track, continuing contract has a .8 appointment. With the three faculty members who are tenured, an annual report listing their teaching, scholarship, and service contributions is required. Every three years a full, extensive dossier (personal statement as well as detailed report of all scholarship, teaching and

service with future goals clearly identified) is required for a merit review. The full dossier further includes student course evaluations. With the non-tenure track, continuing contract faculty member, a review of the faculty's annual reports and course evaluations are required for reappointment at the end of the three-year cycle.

All four faculty members hold a terminal (doctorate) degree. Their curriculum vitae and annual reviews show strong evidence of extensive publications including numerous books, papers, presentations, and curricula in the area of social justice and education that is consistently sustained across the years encompassed by this review. Continued memberships in professional organizations have been maintained since the 2009 visit. Their areas of expertise directly correspond to the content areas in which they teach. Evidence of utilizing a variety of pedagogical and instructional strategies was evident in the syllabi and through class observations. Areas of service are expansive and complement their focus on social justice. In short, the faculty members are exemplary models whose research, teaching, and service support their commitment for social justice.

Unit faculty members supervise all student teachers, so no additional outside personnel are involved. Cooperating teachers are highly recommended by their principals and teach within the area the candidate is seeking certification.

A professional development fund of \$2000 is available to all faculty members to support travel to professional meetings. Additional support is available including \$5000 per year for start-up funds to assist faculty who have not attained tenure. Applications for further research grants, sabbatical grants, course reduction grants and equipment grants are possible. Faculty report that scholarship and professional development activities are readily supported and financed by the college.

Overall Assessment of Standard

Commendation:

- The quality of faculty scholarship continues to be exemplary and underscores the strong commitment to social justice, which is the cornerstone of the Unit's conceptual framework.

Review Team Decision:

The Standard is Met.

Standard Six: Unit Governance and Resources

<i>The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.</i>
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Level: Initial

Findings:

All Colby College's programs or departments fall within one of four designated divisions. The Education Program is placed within the Division of Interdisciplinary Studies in which there is a faculty-elected chair. This division chair meets monthly with faculty from programs within the Division to discuss issues, share information and concerns, and plan for the future. The four division chairs meet regularly with the Provost/Dean of Faculty "to oversee all matters relating to the academic program of the College."

The Education Program itself is led by a Program Director who is appointed by the Provost/Dean of Faculty. Although the Education Program lies within the Division of Interdisciplinary Studies, it essentially "has the authority to plan, deliver, and operate coherent programs of study within the program." As mentioned in Standard 5, the Education Program has four faculty members that essentially equate to three full-time positions (one is full-time; two are .6 time; one is .8 time). One administrative assistant along with student workers comprise the administrative support for the program.

Full-time faculty are expected to carry a load of five courses per year with most choosing to teach two courses each fall and spring semester and one course during "Jan Plan" (the 4-week intensive January term). Since some of the Education Program have faculty who are not full-time, the teaching load is assigned in accordance with their appointment as follows:

Fulltime—five courses a year

.8 appointment—4 courses a year

The two .6 appointments—together they teach 6 courses a year

Many courses taught in the Education Program reach the enrollment cap with students waitlisted. Advisee numbers have increased to over 120 students with the increased popularity of the education concentrations, minors, and this year with the addition of the major. This number across four faculty members in which only one faculty is full-time is a steep advising load. A concern thus arises that without additional faculty, student need is far surpassing the ability of the Education Program to accommodate it. With a stated interest in meeting student needs especially in actualizing the Colby College mission of encouraging students "to contribute to the world" coupled with the tradition of many Colby College alumni eventually becoming involved in education-related careers, evidence indicates that there is a pressing need for an additional faculty hire. This observation underscores one of the 2012 Overseers Visiting Committee Self-Study findings and a concern several students strongly voiced during an interview.

In reviewing the Colby College Audited Financial Statement 2012-2013 along with the Education Program Annual Budgets, 2009-2010 through 2014-2015, it appears on its face that the program budget is extremely lean. Of that budget the majority is allotted to cooperating teacher stipends and student transportation to schools. In exploring this issue

further, it appears that the Education Program budget may be deceptive in that professional development funds are not included since they fall under the Provost/Dean of Faculty office. Any instructional technology needs would fall under the IT office. Hence, the financial support for the Education Program may be at a level comparable to other programs, but this should be examined simply because it appears there is no straight-forward way to substantiate this. Additionally since a major has been added this year with a very small increase in the budget from the prior academic year (\$249 increase), it is imperative that this examination is forthcoming.

One substantial improvement in resources has occurred with the move of the Education Program offices to the newly renovated section of Miller where the library is located. All faculty members have an individual office and share a conference room that has a media cart with current technology. This location is “prime real estate” since it is central to student activity and is located in what is known as “the street”—a major artery to the library. Clear signage would enhance this visibility.

Colby College offers significant instructional technology support for students, staff, and faculty. In addition to numerous professional staff members, Colby College employs over 90 students to answer technology-related questions, serve as student tutors, provide training, and monitor labs. Technology support is available six days a week across a wide range of daytime and evening hours. Assistance can be accessed by calling the Help Desk, stopping in to one of the support areas, using insta-chat, visiting the wiki, or by making an appointment. Computer labs exist in Lovejoy, Miller Library, Olin, and Diamond. Both Mac and PC platforms are supported and both types of computers are available in the labs.

Colby College houses the Miller Library, an Art and Music library, and a Science library. Each department is assigned a librarian whose website includes contact information, guides created by him/her, core data bases, and access to handouts from library sessions offered in Education courses. The Miller Library is open Sunday through Saturday 8:00 A.M. to 1:00 A.M. when the College is in session. Librarian assistance is available through the on-line Miller Help Desk, one-on-one meetings, e-mails, and by phone. The inter-library loan service provides students, faculty, and staff with complete access to the library holdings through CBBCat (Colby, Bates, Bowdoin), the MaineCat (academic and public libraries in Maine), the NExpress (Colby, Bates, Bowdoin, Middlebury, Wellesley, Williams), and the WorldCat (libraries throughout the world).

Overall Assessment of Standard

Recommendations:

- In substantiating one of the recommendations of the 2012 Overseers Visiting Committee Self-Study’s findings and the reality that education courses often reach maximum enrollment with many students’ waitlisted, evidence supports the need for an additional faculty position in the Education Program.

- A careful assessment of the Unit's operating costs should be undertaken to ensure the Education Program is adequately funded given the large number of students the faculty serve and especially given a new major being launched this year.

Review Team Decision:

The Standard is Met.

IV. Recommendation to the State Board of Education

The review team recommends that the Colby College Education program be granted full five-year approval by the State Board of Education from Fall 2014 to the Fall of 2019.

V. List of Individuals Interviewed and Sources of Evidence

A. INDIVIDUALS INTERVIEWED

Faculty and Administration

Adam Howard, Associate Professor of Education and Chair
 Karen Kusiak, Assistant Professor of Education
 Mark Tappan, Professor of Education
 David Greene, President
 Lori Kletzer, Provost and Dean of Faculty
 Paul Greenwood, Associate Provost and Associate Dean of Faculty
 Tashia Bradley, Director of the Pugh Center/Associate Dean of Students
 Cathy Bevier, Associate Professor of Biology
 Peter Harris, Professor of English
 Betty Sasaki, Professor of Spanish
 Marilyn Pukkila, Reference Librarian
 Alisa Johnson, Director of Career Center
 Russ Cole, IDS Division Chair
 Joe Atkins, Assistant Dean of Students/Multicultural Literacy Faculty

Students

Claudia Aviles
 Natalie Cecere
 Emily Mininberg

Caitlin Sperzel
Rebecca Stoutamyer
David Thomas
Shadey Trinidad)

Alumni

Morgan Rublee (by Skype)
Ben Hauptman
Nicole Hewes

Public Schools

Douglas Frame, Principal, Waterville Junior High School
Andrea Kuhlthau, Social Studies, Waterville Junior High School
Don Reiter Principal, Waterville Senior High School
Koren Coughlin, Social Studies, Waterville Senior High School
Rosemarie Smith, Science, Waterville Senior High School
Sean Keenan, Social Studies, Winslow High School

B. SOURCES OF EVIDENCE

Exhibit Box/Electronic Folder: Conceptual Framework

- Goodman, Diane (2013). *Cultural competency for social justice*.

Exhibit Box/Electronic Folder 1: Initial Teacher Candidate Performance

- *Colby College Catalogue*
- Colby Viewbook
- Colby Statement on Diversity
- Colby Education Program website
- Education Program Lobby Sheet
- Education Program Advising Handout
- Colby Initial Teacher Certification Standards Rating Form
- Colby Initial Teacher Certification Standards Summary Form
- Colby Professional Certification Program Application
- Professional Certification Applications—Class of 2015
- *Colby Student Teaching Handbook*
- Information Packet for Cooperating Teachers
- List of Professional Certification Candidates, 2010-2015
- List of Professional Certification Candidates, 2005-2010
- How to Develop a Professional Portfolio
- 2 Student Projects from ED 213
- 3 Student Teacher Portfolios
- Student Teacher Evaluation Data and Forms
- NASDTEC Interstate Agreement Signees
- New Course Proposal Form
- Samples of Materials from Colby Faculty Development Workshops
- Goodman, Diane (2013). *Cultural competency for social justice*
- Course Syllabi (see identified below under last section)

Exhibit Box/Electronic Folder 2: Assessment System and Unit Evaluation

- Colby Office of Institutional Research and Assessment 2013 Factbook
- Overseers Visiting Committee Self-Study, Education Program, October 2012
- Report of the Overseers Visiting Committee, Education Program, 2013
- *Title II Reports*
- Colby Professional Certification Program Application
- Colby Initial Teacher Certification Standards Rating Form
- Colby Initial Teacher Certification Standards Summary Form
- Colby NEASC Reaccreditation Interim Report, 2012
- Education Program Report from Institutional Research, Fall 2013
- Curricular Review Documents—College-Wide, Program-level, and Course-level
- Education Program Annual Reports, 2010 to 2014
- Education Program Faculty Retreat Agendas and Action Plans (2011-2014)
- Alumni survey results, 2009-2013

Exhibit Box/Electronic Folder 3: Field Experiences and Clinical Practice

- Teacher Letter, Policies, and Evaluation Form for Civic Engagement Placements (ED 231)
- Teacher Letter, Policies, and Standards-Based Evaluation Form for Practicum Placements (ED 351)
- Teacher Letter, Policies, and Evaluation Forms for Student Teaching Placements (ED 433) (see also Standard 1: Information Packet for Cooperating Teachers)
- *Colby Student Teaching Handbook*
- Course Syllabi (as itemized in last section)

Exhibit Box/Electronic Folder 4: Diversity

- *Statistical Abstracts for the Greater Waterville Area*
- Colby Statement on Diversity
- Colby Office of Institutional Research and Assessment 2013 Factbook— Student Enrollment, Retention and Graduation Rates for Specific Groups
- Faculty Fellow in Education Search Plan, Fall 2011
- Education Program Report from Institutional Research, Fall 2013
- Course Syllabi (see itemized in last section)
- Colby Echo and Colby Magazine Articles on Faculty and Diversity

Exhibit Box/Electronic Folder 5: Faculty Qualifications, Performance, and Development

- Colby Office of Institutional Research and Assessment 2013 Factbook—Faculty
- *Colby Faculty Handbook*
- *Colby Chairs and Directors Handbook*
- Colby Course Evaluation Form
- Lyn Mikel Brown, *curriculum vita* and annual reports 2010 to 2014
- Adam Howard, *curriculum vita* and annual reports 2010 to 2014
- Karen Kusiak, *curriculum vita* and annual reports 2010 to 2014
- Mark Tappan, *curriculum vita* and annual reports 2010 to 2014

Exhibit Box/Electronic Folder 6: Unit Governance and Resources

- *Colby College Catalogue*
- Chairs and Directors of Divisions, Departments, and Programs, 2014-2015

- Colby College Audited Financial Statement 2012-2013
- Colby College *Annual Reports of the President, 2010-2013*
- Education Program Annual Budgets, 2009-2010 through 2014-2015
- Education Program Faculty Retreat Agendas and Action Plans (2011-2014)
- *Colby Faculty Handbook*
- *Chairs and Directors Handbook*

Exhibit Box/Electronic Folder containing Course Syllabi

- Brown (WG/ED 335)
- Fowler (ED 351)
- Howard (ED 213, ED 242, ED 322, ED 398)
- Kusiak (ED 231, ED 374, ED 431)
- Tappan (ED 135, ED 215, ED 231, WG/ED 317, ED 433)